



Teaching Tools: Addressing Challenging Behavior in Everyday Routines

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National Center for
**Pyramid Model
 INNOVATIONS**
ChallengingBehavior.org

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Questions?

Use the
Q&A panel
to submit your
questions.



Purpose

What's
New

How to
Use

Teaching
Tools for
Young
Children

Purpose

- For teachers and/or practitioner coaches
- Support **ALL** children in any early childhood settings
- Simple supports and resources to increase engagement in common EC routines and activities
- Effective when teachers/coaches have a good idea about the function of the challenging behavior

****NOT** meant to replace a formal FBA

****NOT** meant to lead to identification of the function of a behavior



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Where Does TTYC Fit in the Pyramid?

Tier 2 and the Pyramid Model

The Pyramid Model is a framework of evidence-based practices for promoting young children's social and emotional development. The Pyramid Model builds upon a tiered public health approach by describing three levels of support: universal practices that all children need to develop social, emotional, and behavioral skills; targeted instruction for children who require additional support beyond universal practices; and individualized, intensive intervention for children with persistent challenging behaviors that have not responded to universal and targeted supports. As a Model Tier 2 System of Support (MTSS), the Pyramid Model guides early childhood practitioners and programs in systematically implementing these practices to prevent challenging behavior in children and promote their social, emotional, and behavioral growth.

In the Pyramid Model, universal supports, or Tier 1, is provided to all children through practices focused on establishing nurturing and responsive relationships and creating environments that promote connection, engagement, and social-emotional learning. As Tier 1, universal social-emotional interaction is provided to all children as part of the high-quality early childhood program. Tier 2, the prevention level of the MTSS, includes targeted teaching and intervention strategies to address the social, emotional, and behavioral skill development needs of children who require additional support or focused intervention beyond universal practices. The provision of Tier 2 is based on a strong foundation of universal practices. When universal practices are not fully implemented, it can lead to the misidentification of children who appear to need Tier 2 support. In the Pyramid Model, Tier 3 intervention is provided to children who have significant social-emotional or behavioral challenges and require a comprehensive, assessment-based support plan. Success with Tier 3 intervention is also dependent on the provision of strong Tier 1 and 2 supports.

In an MTSS, the term "intervention" refers to specific, evidence-based strategies and instruction provided to children who need additional skill development to succeed in this domain. The term "support" refers to comprehensive resources, strategies, and systems designed to promote the development and well-being of all children.

This document provides Pyramid Model leadership teams and practitioners with guidance on developing and implementing Tier 2 within the Pyramid Model. This guidance includes information on finding the development of Tier 2 interventions, processes for identifying children who would benefit from Tier 2 practices, evidence-based strategies and interventions to use at Tier 2, considerations for program monitoring, and the importance of professional development and coaching to support the use of effective Tier 2 practices.

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- TTYC can be used for a Tier 2 intervention if the child is having behavior difficulties
- See new Tier 2 document for complete guidance related to Tier 2
- TTYC is meant to be used in settings where there are universal Pyramid Model practices in place



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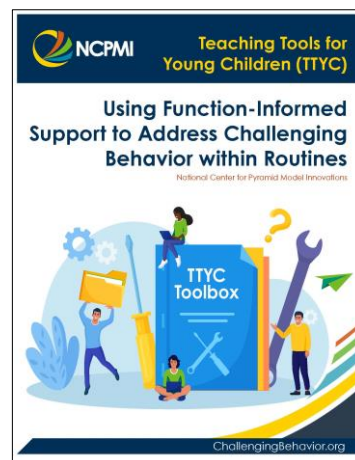
Things to Think About

- Does the child have any medical needs
- Consider the child's experiences outside of school (housing, healthcare, food...)
- Guide authentic engagement by aligning activities to the child's preferences, strengths, and developmental needs
- Offer opportunities to make choices on how they can participate
- Offer a variety of ways the child can participate
- Incorporate the child's home language into routines and activities (i.e., visuals, songs...)
- Individualize methods of responding to increase participation



What's Included

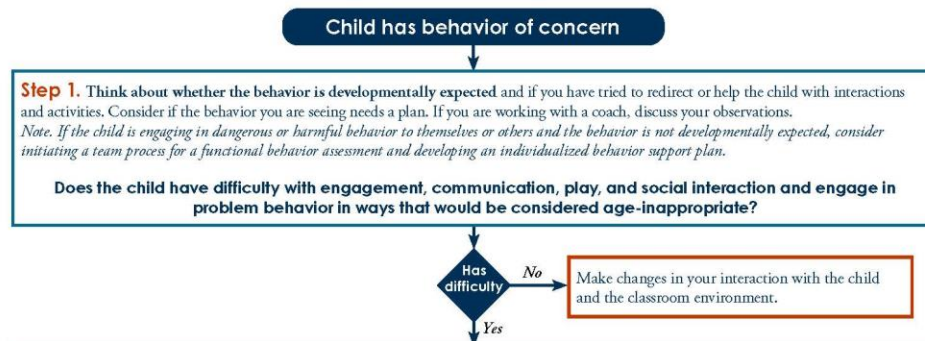
1. Teaching Tools Flow Chart
2. Tools for Partnering with Families
3. Data Tools to Inform Planning and to Monitor Progress
4. The Routine Guide
5. Child Routine Plan



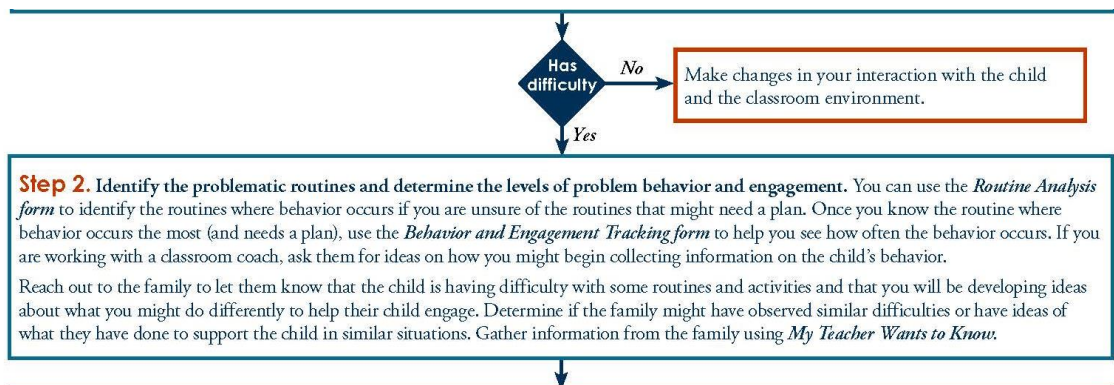


Using the Teaching Tools Flow Chart

Before using the TTYC, use the flow chart to determine whether the target child can be supported by using the TTYC and review the steps for using them. Each step is explained in more detail on the pages that follow the flow chart.



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Appendix B

Behavior and Engagement Tracking Form

Behavior and Engagement Tracking

Instructions: Use this form to rate the behavior and engagement during one routine. Each day, rate the level of the child's engagement and behavior challenges using one score that captures the child's engagement overall and a score of whether the child had challenging behavior. Use this form as you develop the plan and, over time, to see if it is effective once you have a plan.

Child's Name: _____

Routine: _____

Date:											
Engagement											
2 = Throughout	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3
1 = Some	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2
0 = None	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1
Behavior											
2 = Throughout	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3	0 3
1 = Some	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2	0 2
0 = None	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1

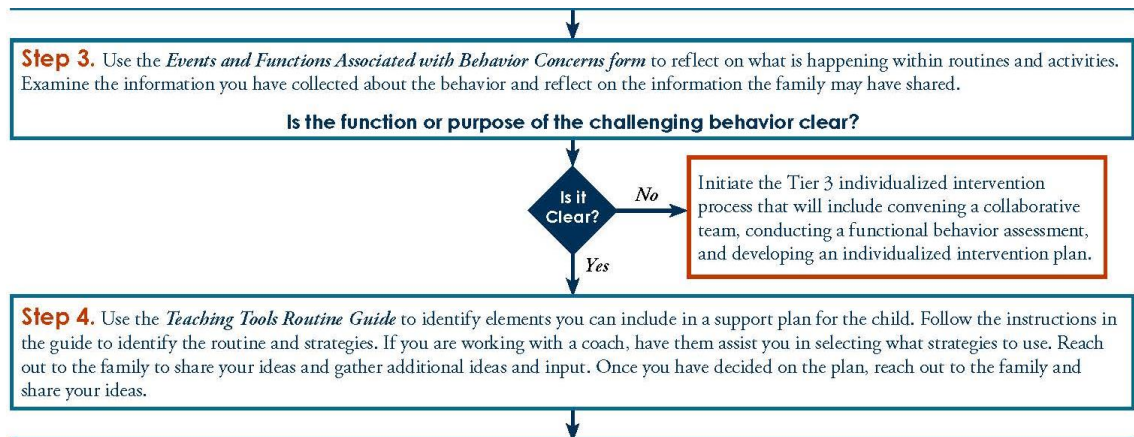
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This form can be found online at

<https://challengingbehavior.org/document/behavior-and-engagement-tracking-form/>



Events and Functions Associated with Behavioral Concerns Form



Events and Functions Associated with Behavioral Concerns

Child's Name: _____ Date Completed: _____
 Behavior of Concern: _____

Instructions: This form is completed for routines where the child has challenging behavior.

- Write down the behavior of concern.
- Identify the routines where the behavior is more likely to happen and complete columns A and B. You can check multiple items in each column.
- After completing those columns, identify what you believe is the "why" of the behavior by checking one response in column C. Consider what you think the child is attempting to get or avoid through the behavior. Discuss this with your team or your coach if you are not sure.

Routine	A. What happens before the behavior (select all)	B. What do adults or peers do when the behavior occurs? (select all)	C. Why might the child be doing this? (select one)
Bathroom	<input type="checkbox"/> Adult prompted the child to go to the bathroom <input type="checkbox"/> Child wants to have an adult be with them <input type="checkbox"/> Adult prompted the child to wash hands <input type="checkbox"/> Adult helps another child <input type="checkbox"/> Adult prompted the child to leave bathroom <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adult delays or removes the request <input type="checkbox"/> Adult addresses the child <input type="checkbox"/> Adult reprimands the child <input type="checkbox"/> Adult reminds the child of the expectations of the routine <input type="checkbox"/> Adult physically assists the child with completing the routine <input type="checkbox"/> Adult provides attention and stays close to child <input type="checkbox"/> Adult asks if child needs help <input type="checkbox"/> Adult comforts the child <input type="checkbox"/> Adult holds the child until they are calm <input type="checkbox"/> Other: _____	<input type="checkbox"/> Might not want to go in the bathroom <input type="checkbox"/> Might not want to use the bathroom <input type="checkbox"/> Wants attention or to have someone with them during the routine <input type="checkbox"/> Does not want to wash hands <input type="checkbox"/> Enjoys playing in sink/toiletpot <input type="checkbox"/> Does not want to touch certain materials (e.g., soap, paper towel) <input type="checkbox"/> Does not want to leave the bathroom <input type="checkbox"/> Other: _____
Centers	<input type="checkbox"/> Child is told their turn is over <input type="checkbox"/> Child is told a center is closed <input type="checkbox"/> Child is told it is not their turn or another child is playing with the materials <input type="checkbox"/> Child is told to choose another toy or center <input type="checkbox"/> Peer takes toy from the child <input type="checkbox"/> Child has difficulty with a task or materials <input type="checkbox"/> Child is frustrated with an activity <input type="checkbox"/> Child is alone <input type="checkbox"/> Adult leaves to play with another child <input type="checkbox"/> Child is prompted to use materials in a different way <input type="checkbox"/> Other: _____	<input type="checkbox"/> Adult provides access to the center, activity, or object the child wanted <input type="checkbox"/> Adult or peer helps the child with the activity <input type="checkbox"/> Adult reprimands the child <input type="checkbox"/> Adult addresses the child <input type="checkbox"/> Adult reminds the child of the expectations of the activity <input type="checkbox"/> Adult helps child find new center or toy <input type="checkbox"/> Adult or peer joins child's play or activity <input type="checkbox"/> Adult sends the child to time-out <input type="checkbox"/> Adult holds the child until they are calm <input type="checkbox"/> Peer yell or call for an adult <input type="checkbox"/> Other: _____	<input type="checkbox"/> Wants a different center or wants a center that is closed <input type="checkbox"/> Wants the same toy as another child <input type="checkbox"/> Wants help with how to use materials in the center <input type="checkbox"/> Wants adult or peer attention <input type="checkbox"/> Wants to avoid using certain materials <input type="checkbox"/> Wants to use materials in a way that is not safe <input type="checkbox"/> Does not want to wait for their turn <input type="checkbox"/> Other: _____

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Using the Routine Guide

- Select your prevention and intervention strategies.
- Ideas for strategies to use within the routines that are most common
- Use the function to identify your strategies.
- Drives the strategies you select within each routine.
- Strategies vary by activity and by function.
- Based on function, select three types of strategies:
 - Prevent
 - Respond
 - Teach



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Prevention Strategies

- Select strategies that will help the child be less likely to have challenging behavior.
- Select several strategies that you think match some of the needs the child might have.
- Create the visual supports you will need to implement strategies in the plan and laminate them for durability.



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Respond

- Select the strategy you will use to respond to behavior **when** it occurs.
- Make sure all the adults in the room will be consistent with the strategies you select.
- Make sure you include a strategy that will help the child know what to do.



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Teach

- Think about the social or communication skill that would help the child not use challenging behavior.
- Pick **one or two** new skills to focus on.
- Select the ones that are most important.



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Remember

- Not all the strategies provided in the guide will be used.
- Select the ones that seem well-matched to the child and your teaching style.
- Ensure the strategies are individualized to match the child's interests, strengths, preferences, and skills.



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Using the Guide to Develop a Plan

Teacher
determines
Jalen needs
extra support

Conducts
simple data
collection

Inconsolable
crying during
large group

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Click on the
selected routine

Routine: Large
Group

Routine: Large Group

The child wants to leave the large group.

Prevent the Behavior

- ▶ Ensure large group expectations align with the child's strengths (e.g., some children have motor needs that make it challenging to sit "crisscross applesauce").
- ▶ Offer flexible seating choices or a preferred seating option.
- ▶ Have the child be a helper (e.g., song starter, book page turner) during large group.
- ▶ Embed the child's preferences into large group.
- ▶ Offer multiple ways for the child to engage during group activities, adapting based on their preferences and needs (e.g., While pointing to visuals for each choice, tell the child, "For today's song, you can join by listening, singing, using a puppet, or tapping the rhythm on your lap! You can choose what works best for you today.").
- ▶ Use a large group mini-schedule to show when preferred large group activities will occur.

More Strategies for Toddlers and Developmentally Young Children

- ▶ Consider offering large group without the expectation that all children will participate. The toddler will let you know when they are developmentally ready to participate in large group activities.
- ▶ Make your large group time smaller by dividing the class and having two adults lead two separate groups. Be prepared for toddlers who still choose not to participate.
- ▶ Large group for toddlers should be very brief. Ensure you only persist in presenting large group activities if most children are engaged.
- ▶ To promote engagement, provide "hands-on" activities using toys, materials, pictures, and movement.
- ▶ Provide activities and materials with high preference or interest.
- ▶ Provide developmentally appropriate activities and materials. To ensure the book's content is relative to toddlers, select pictures with large, colorful, and well-defined pictures against their background and avoid small finger motions.
- ▶ Establish a routine within the large group time and consistently follow the sequence of activities (e.g., use a greeting song each day to establish a routine that large group time is beginning).

Teach New Skills

- ✓ Teach the child to communicate that they are “all done” with the activity using their preferred language and method of communication.
- ✓ Teach the child how to communicate (in their preferred language and communication method) so they are ready to return to the group once they have taken a break.
- ✓ Once the child learns to communicate that they want to leave the group, ask them to stay for one more minute or song.
- ✓ Teach the child how to follow a large group mini-schedule.



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Respond

- ➡ If the child appears to be preparing to leave large group, prompt them to use the replacement skill. For example, you could prompt the child to say, “all done” verbally, by sign language, with a picture, or with a communication device.
- ➡ If the child appears to be preparing to leave large group, quickly offer a choice opportunity to respond or engage in a preferred activity.
- ➡ Prompt again to look at a large group mini-schedule for upcoming preferred activity.
- ➡ If the child leaves the group or takes a break, reinforce to the child that they are part of the group by warmly welcoming them back.

More Strategies for Toddlers and Developmentally Young Children

- ➡ Ask the child if they are “all done” when the child seems ready for a break. Encourage the child to respond with a gesture, sign, or head shake, and then the child can leave the large group.
- ➡ Validate the child’s behavioral message (e.g., “I think you are telling me you are all done”) and then support the child in leaving the activity.



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Child Routine Plan

What: Jalen does during: large group
child name routine

Describe behavior: inconsolable crying for long periods of time

I think that: Jalen does this to: avoid staying in large group
child name function

To prevent the behavior, we will

Offer multiple ways for the child to engage during group activities, adapting based on their preferences and needs (e.g., While pointing to visuals for each choice, tell the child, "For today's song, you can join by listening, singing, using a puppet, or tapping the rhythm on your lap! You can choose what works best for you today.")

To respond when the behavior occurs, we will

Provide a choice of a preferred activity within the group (e.g., holding a puppet, leading a song) that allows the child to stay engaged while practicing waiting for their turn in other parts of the activity.

To help the child learn new skills, we will focus on teaching the child to

Teach the child to follow the large group visual schedule.



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Families as Partners in the Process



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Communicating with Families

- Communicate with families using their preferred method and language.
- Focus on positive communication and validate their feelings and concerns.
- Collaborate with families on decisions and understand their past experiences.
- Encourage in-depth responses with open-ended questions and allow them time to respond.
- Focus conversations on the child's engagement in routines and activities.



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Tools: My Teacher Wants to Know Form

Appendix D

Sample My Teacher Wants to Know Form

This is a sample "My Teacher Wants to Know" form. We encourage you to develop one for your program to use. Make sure to consider the form into the language spoken by families in your program.

Child's Name: _____ Date Completed: _____

We suggest you provide a statement of commitment about your program, and your desire for information that might help teachers as shown below.

In this sample form, we aim to partner with families to request all aspects of their child's learning, including social, emotional, learning, and advancing behavior that is challenging. We want to make sure we are responsive to your child's needs and help you and your child feel supported. In the center that you feel comfortable, we ask that you please share any information that would be helpful for your child's teacher to know to best support your child. If you feel comfortable, please share information that would help your child's teacher support your child.

The questions below will help us support your child during routines and activities.

1. What are your child's favorite activities?
2. What are your child's least favorite activities?
3. What objects, characters, or materials are preferred by your child?
4. What makes your child frustrated, angry, or upset?
5. What makes your child happy or excited?

Appendix D

Working Tool for Young Children

1. How does your child let people know (i.e., what do they do) when they:

- Are angry or upset (e.g., crying, screaming, hitting, using words)?
- Are happy (e.g., laughing, jumping, hugging)?
- Want something (e.g., reaching, taking, yelling)?
- Don't want something (e.g., push away, say no)?
- Like something (e.g., smiling, taking, laughing)?
- Don't like something (e.g., crying, throwing, taking)?

2. What helps your child when they are angry or upset?

3. Is there anything else we should know?



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Tools: Sample Email



Appendix C

Sample Email to Family

From: Ms. Graham
 Sent: Monday, April 28, 2025 6:19 PM
 To: Ms. Nelson
 Subject: Greetings

Greetings Ms. Nelson,

It was great seeing you this morning. I noticed Amir was so excited to show you his art project! I am happy to report that Amir has become a classroom helper! Recently, two new children joined our classroom, and Amir made them feel welcome by providing tons of support. Just yesterday, he helped put away both children's belongings in their cubbies. He seems to love helping others!

The last time we touched base, we talked about a few ideas for helping Amir stay engaged and play with peers during our center time. Amir continues to have difficulty with peer interactions and staying engaged in play. We want to ensure we have the right materials and strategies for helping him stay in centers and play with his friends.

I want to schedule a conversation with you to help develop ideas about how we can better support Amir during playtime. We can talk in person or over the phone; whatever options work best with your schedule. In this meeting, we will discuss what we have observed in the classroom and ask for your help developing ideas to meet Amir's needs better.

Your partnership in this process is important to us. You know Amir best and are a wonderful source of information. Please call me at _____ or let me know if any of the meeting times below work for you. I am looking forward to talking through this process with you. If you have any questions or concerns, you can reach me at _____ (phone) and _____ (email).

List times and days

Sincerely,
 Ms. Graham

Greeting
and Check-in

Share
a Strength

Clearly
Communicate
the Purpose

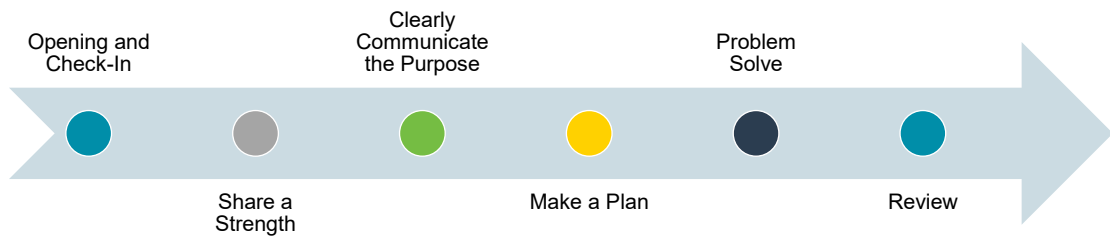
Make
a Plan

Review



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Tools: Conversation Starters



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Tools: Helpful Conversation Starters

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Appendix H		
Communicating with the Family about the Child's Progress		
Parts	Ideas	Examples
Opening and Check-in	<ul style="list-style-type: none"> Use a warm greeting Validate challenges 	<i>Good morning! I am glad that Liana is feeling better. It seemed like that cold was a rough one!</i>
Share a Strength	<ul style="list-style-type: none"> Celebrate the child's strengths or progress 	<i>We have quite a few things to celebrate today. I am excited to share Liana's progress.</i>
Clearly Communicate the Purpose	<ul style="list-style-type: none"> Share the child's response to the plan 	<i>We have been following the strategies in the plan for the last three weeks. Here are some things we are observing during naptime... Starting last week, Liana fell asleep every day!</i> <i>When Liana tries to get off her cot, we tell her, "First, lie down with a quiet voice, and then I will rub your back."</i>
Make a Plan	<ul style="list-style-type: none"> Ask the family for their ideas Update strategies included in the plan 	<i>What are you noticing that you can share? Were there differences you noted last week at home when Liana was taking a nap at school?</i> <i>I wanted to add one more strategy for teaching Liana a few self-soothing techniques to help her relax. Even though she fell asleep last week, it still takes her longer to fall asleep.</i>
Problem Solve	<ul style="list-style-type: none"> Respond to any new concerns or questions Provide suggestions for troubleshooting 	<i>Thank you for sharing that Liana said the music during naptime bothers her. I wonder if we could try something different, like a soothing sleep sound instead.</i>
Review	<ul style="list-style-type: none"> Review and summarize ideas Confirm the time for the next conversation Offer to share notes, email, or a text to summarize the conversation 	<i>After we get off the phone, I will send an email summary of our updates. We have so much to celebrate.</i> <i>We hope to try the updated plan for two more weeks, and then we can schedule a phone call. What time would work for you?</i>

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Questions?

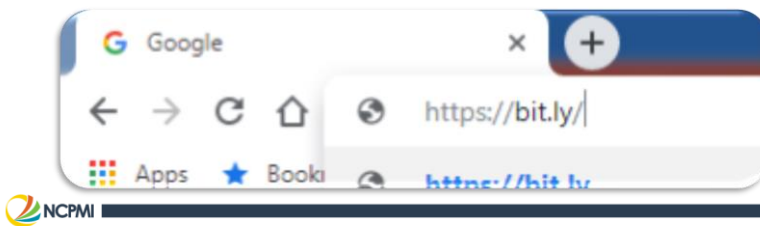
Use the Q&A panel to submit your questions.



Survey and Certificate

Recording Viewers

- Type URL during the presentation into a web browser window or scan QR Code
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